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IDENTIFIERS Ethiopia; *Tigrinya

ABSTRACT

The materials status report for Tigrinya, which is spoken in Ethiopia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

TIGRINYA

November, 1985



Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Tigrinya is spoken in Ethiopia, where it is one of several languages used in the media, literacy and adult education (much of the use of Tigrinya is in the expression of opposition to the central government). There are no major dialect categories, but there are several oral dialects, as well as a standard written dialect, all of which are mutually intelligible. Tigrinya is mutually intelligible with no other language.

Writing system. Tigrinya employs the standardized Ethiopic (Gi'iz) orthography, the same used in the written representation of Amharic.

Production of written language. Typewriters do exist, and can be bought in Italy, Germany and Ethiopia. Typesetting is available in Germany, and computer type fonts are apparently in the making.

Difficulty for English-speaking learners.

Phonology: no tones; glottalized sounds and gemination are problems for English speakers.

Syntax: Tigrinya is SOV, with a clause structure considerably different than English.

Vocabulary: There are no cognates with English, but there are cognates with Amharic and Arabic.

Writing System: Ethiopic script, not unique to Tigrinya. The script originally represented Gi'iz, and Amharic.

Usable existing texts.

Basic level: none (Dr. Tsehaye Teferra is in the process of completing a basic course in Tigrinya.)

Advanced level: none

Refresher-Maintenance: none

Reference: Bender, "Tigrinya," Language in Ethiopia, 1976.
Pam, "Tigrinya Phonology," 1973.
Teferra, Tigrinya Reference Grammar, 1979.

Native speaker availability in the U.S. There are approximately 10,000 native speakers of Tigrinya in the U.S., two with linguistic training.

Existing programs, classes. presently none.

Linguist resources: Dr. Tsehaye Teferra, Ethiopian Development Council, Washington, DC; Grover Hudson, Michigan State; Wolf Leslau, UCLA; Abraham Demoz, Northwestern University.

Basic Level Teaching Materials

Teferra, Tsehay. Tigrinya Basic Course. Washington, DC, forthcoming.

Advanced Level Teaching Materials

none

Refresher-Maintenance Materials

none

Reference Materials

Bender, M.L. "Tigrinya," in M.L. Bender, J.D. Bowen, R.L. Cooper and C.A. Ferguson (eds.). Language in Ethiopia. London, England: Oxford University Press, 1976.

Pam, Martin David. "Tigrinya Phonology." Ph.D. Dissertation, City University of New York, 1973.

Teferra, Tsehay. Tigrinya Reference Grammar. Washington, DC: Georgetown University, 1979.

Dictionaries

Eritrean People's Liberation Front. Arabic-Tigrinya-English Dictionary. New York, NY, and Cambridge, MA: Research and Information Center on Eritrea, 1985.

. Tigrinya-English Dictionary. New York, NY, and Cambridge, MA: Research and Information Center on Eritrea, 1985

Electronic Materials

none

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

INDIVIDUAL MATERIALS EVALUATION

Reference Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

TIGRINYA
Bender, Tigrinya

Bender, M.L. "Tigrinya," in M.L.
Bender, J.D. Bowen, R.L. Cooper and
C.A. Ferguson (eds.). Language in
Ethiopia. London: Oxford University
Press, 1976.

Specific language/dialect taught: Tigrinya

Type of text: Reference

Publication information:

Intended users: linguists, students interested in Tigrinya

Format: article

Overall grammatical/pedagogical approach: traditional

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: good transcription

Editorial quality of English: clear, concise, excellent

Overall organization of text:

[pp 107-119]

1. Introduction
2. phonology: consonants, vowels
3. grammatical categories
4. major word classes
5. derivation
6. syntax
7. vocabulary and word shape—gives examples of type A and type B verbs.

Vocabulary areas covered: n/a

General comments: A very good outline for reference purposes.

CPT page label: TIGBEND1

LARC staffer: (Teferra), MF

Tigrinya

(lg)

(text)

Order, Tigrinya

META - CRITERIA

	YES	SOME- WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X			As a reference material
Are the materials usable in language teaching contexts?	*	*	X	As a reference material only.

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids

Comments: The article gives a good outline of Tigrinya grammatical features.
It can be useful to linguists as well as language teachers of Tigrinya. It
can not, however, be used by itself for studying purposes.

Evaluator: Ischaye Isferre

Date: 10/29/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

TIGRINYA
Pam, Tigrinya Phonology

Pam, Martin David. "Tigrinya Phonology," Ph.D.
dissertation, City University of New York, 1973.

Specific language/dialect taught: Tigrinya, no dialect specified

Type of text: reference

Publication information: unpublished Ph.D. dissertation

Intended users: linguistic specialists

Format: microfilm

Overall grammatical/pedagogical approach: generative phonology

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: adequate

Editorial quality of English: good

Overall organization of text:

Vocabulary areas covered: n/a

General comments: The material is intended for the linguist. It is of no value to the student or the generalist.

CPT page label: TIGMPAMA1

LARC staffer: (Teferra), MF

Center for Applied Linguistics/LARC
 Materials Evaluation - 1985
 Individual Text Evaluation
 Meta-Criteria

Tigrinya
 (lg)
Am, Tigrinya Phonology
 (text)

META - CRITERIA

	YES	SOME- WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	•	•	X	It is very technical.

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: _____

Evaluator: Tsehay Teferra

Date: 10/29/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

TIGRINYA
Teferra, Reference Grammar

Teferra, Tsehay. Tigrinya Reference Grammar. Washington, DC: Georgetown University, 1979.

Specific language/dialect taught: Tigrinya

Type of text: Reference, grammar

Publication information: unpublished material

Intended users: English speakers

Format: manuscript

Overall grammatical/pedagogical approach: structural

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: very good

Overall organization of text:

1. Introduction
2. phonology
3. morphology
4. verbs
5. nominals
6. numerals
7. pronominals
8. particles

Vocabulary areas covered: n/a

General comments:

CPT page label: TIGTEFEAL

LARC staffer: (Teferra), MF

Center for Applied Linguistics/LARC
 Materials Evaluation - 1985
 Individual Text Evaluation
 Meta-Criteria

Tigrinya
 (lg)
Refresher, Reference Grammar
 (text)

META - CRITERIA

	SOME-			COMMENTS
	YES	WHAT	NO	
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?	X			
b. clarity of organization?	X			
c. lucidity of presentation?	X			
Are the materials usable in language teaching contexts?	X	•	•	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	
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Comments: _____

Evaluator: Tsehaye Teferra

Date: October, 1985

Center for Applied Linguistics/LARC
 Materials Evaluation - 1985
 Individual Text Evaluation
 Reference Materials Evaluation - 1

Tigrinya
 (lg)
Tigrinya Reference Grammar
 (text)

REFERENCE MATERIAL EVALUATION

Does the date of the materials render them old-fashioned in

- a. presentation
- b. grammatical approach
- c. state of knowledge of the language

Y	S	N
		X
		X
		X

Are explanations clear to the non-specialist?

X		
---	--	--

Are materials suitable for use by

- a. beginning students
- b. advanced students
- c. teachers/materials developers only

	X	
X		
X		

Are materials arranged by

- a. grammatical category
- b. semantic category
- c. functional category

X		

Is the presentation of the language

- a. in its own script
- b. in romanization/transliteration
- c. in phonetic transcription

X		

Original intention of the materials:

- a. teaching materials
- b. pedagogical reference
- c. linguistic study

X		

Do the materials purport to describe the entire language?

X		
---	--	--

Are the materials aimed at the English speaker?

X		
---	--	--

Are the materials

- a. indexed
- b. cross-referenced

		X
		X

Are the materials illustrated with

- a. examples (sentences, phrases, words, etc)
- b. texts (paragraphs, passages, etc)

X		
		X

Are examples/texts

- a. literary quotations
- b. quotations from oral sources
- c. invented for purposes of discussion

X		
X		
X		

Evaluator: Tsehaye Teferra Date: 10/29/85

Y = yes; S = somewhat; N = no

Y	S	N
X		
X		
X		

- literal translations?
- idiomatic translations?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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INDIVIDUAL MATERIALS EVALUATION

Dictionaries

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials